High schools as rated by their pupils.—Numerous efforts have been made to arrive at a tangible basis of estimate of the extent to which secondary-school training contributes to the pupil's success in later endeavors. Opinions of teachers and employers have been sought, occupational distributions analyzed, and records of attainment gathered to show the kind and the amount of advantage that accrues to the individual who successfully completes a high-school course. The author of the volume[1] here considered assumes that the graduate's (or pupil's) own judgment is one type of evidence that his high-school training has or has not helped him to realize his vocational aims or to succeed more largely in his present occupation.

In order that the judgment expressed might reflect the attitude of the student in different positions of relationship to the school in question, answers to a questionnaire were sought from three different groups: graduates of the previous year, present Seniors, and "quitters" (those who had withdrawn for any reason within the three years preceding without completing the course).

The schools selected for study were the sixty-one standardized, first-class county high schools in the state of Tennessee. It was thought that the sixty schools which are represented in this report are fairly typical of rural high schools throughout the South. Answers were made by 815 Seniors, 388 graduates, and 440 "quitters," which individuals, the writer asserts, were distributed quite evenly over the state. As collateral data, information was likewise sought from the school principals, older brothers and sisters, and fathers of the three groups considered.

The following quotation indicates the type of information which was secured:

> In this endeavor to ascertain whether the high school is meeting modern conditions by giving its pupils that training which they are going to need in life, the writer sought, as indicated above, to learn from high-school pupils themselves and from those who were formerly in high school, what is the type of community from which they come; what their plans and prospects are; what their estimation of the value of their high-school education is; what additional training they need and plan to take; why they left high school before graduation; and what estimate they place on the various subjects of the course of study. In this last division they were asked which studies they liked best; which studies they think are the most useful and least useful; which studies they would like to see added to their high-school course of study; and which studies, if added to the course, would cause some of those who left high school without graduating to want to return [p. 5].

On the strength of the data thus secured, the writer concludes that these high schools are organized on the wrong basis, and are preparing them for careers that will not be open to them. It is asserted that those pupils who enter industrial, commercial, or agricultural fields place very little value on high-school education, and a high percentage of elimination is cited as "proof

[1] JOSEPH ROEMER, *Function of Secondary Education.* "Contributions to Education," No. 1. Nashville, Tennessee: George Peabody College for Teachers. Pp. 159.

of the fact that these high schools are playing a small part in the lives of their pupils."

The study seems, on the whole, to have been carefully planned and conducted. While the statistical treatment and the graphical representation are not in every case the most significant and in the clearest form, the tables contain a mass of suggestive material which those engaged in secondary-school administration should find interesting and instructive.

The measurement movement and school administration.—There is a growing feeling among those interested in promoting scientific studies in education that the testing movement will make little further progress until existing types of tests have been found effective in a wider range of specific services for the improvement of school work. Taking the position that the present situation justifies the use of the various types of objective measurements as supplementary sources of knowledge with which to check the commonly employed standards of judgment and practice, a recent study[1] attempts to show how the results of these tests may be applied to certain administrative problems.

The pupils included in the study were those of the three grades, VII, VIII, and IX, of the junior division of the University High School at Eugene, Oregon. Three types of measurements were employed—general intelligence tests, standardized educational tests, and physical or anthropometric measurements. The particular tests used were, with the exception of one in language and one in first-year algebra which have been developed at the University of Oregon, those which are familiarly known throughout the country.

The first application of the results of measurement to practical school procedure which the author attempts to demonstrate is in the grouping of ninety-five pupils on the basis of intelligence. Six experienced teachers were asked to assign each pupil to a rank of from I to X in order of intelligence. The pupils of each of these groups were then ranked, being numbered 1, 2, 3, etc., all pupils being thus ranked in order of intelligence in a single series. Having provided the best possible conditions favoring an intelligent judgment on the part of the teachers—they being asked to rate only pupils with whom they were intimately acquainted, being cautioned concerning certain probable errors, and given ample time for consideration of each case—the writer thinks the "results represent a close approximation to the best results to be obtained by the method of estimation." The actual correlation between these results and the results of testing the same pupils with the Stanford Revision of the Binet Tests was found to be 0.68.

Assuming that these ten groups correspond to certain ranges of the I.Q. as found by the Stanford Tests—i.e., Group I is taken to represent an I.Q. of 140 or above, Group II including those with an I.Q. of from 130 to 139, etc.—a

[1] GILES MURREL RUCH, *A Study of the Mental, Pedagogical and Physical Development of the Pupils of the Junior Division of the University High School, Eugene, Oregon.* University of Oregon Publication, Vol. I, No. 7. Pp. 48.